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| **Lesson Plan – Design Inquiry Learning** | |
| **Course(s)** |  |
| **Topic(s)** |  |
| **Learning Outcome(s)** |  |
| **Inquiry focus:** | Focus statement or essential question – what is the topic? |
| **Summary of task** |  |
| **Project Management Tools** |  |
| **Assessment** |  |
| **Resources** |  |
| **Notes** |  |

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|  | **Description/Scaffolds/Technology/Roles/Perspectives** |
| **Authenticity/**  **Planning**   | * Identify a topic area for inquiry * Identify possible information sources * Identify audience and presentation format * Establish evaluation criteria * Outline a plan for inquiry * What is being produced that contributes to the world’s knowledge? |
| **Academic Rigor/**  **Retrieving**   | * Develop an information retrieval plan * Locate and collect resources * Select relevant information * Evaluate information * Review and revise the plan for inquiry |
| **Active Exploration/**  **Processing**   | * Establish a focus for inquiry * Choose pertinent information * Record information * Make connections and inferences * Review and revise the plan for inquiry |
| **Appropriate Use of Technology/**  **Elaborated Communication**  **Creating**  ⌘ | * Create new and different learning experiences * Organize information * Create a product * Think about the audience * Revise and edit * Review and revise the plan for inquiry |
| **Beyond the School/**  **Connecting with Experts**  **Sharing**  ✪ | * Learn from people they never would have been able to without the technology * Communicate with the audience * Present new understandings * Demonstrate appropriate audience behavior * Learn from each other * Share learning * Tell your story |
| **Assessment/**  **Evaluating**  ✔ | * Evaluate the product * Evaluate achievement of learning goals * Reflect on content * Reflect on process * Evaluate the inquiry process and inquiry plan * Review and revise personal inquiry model * Transfer learning to new situations/beyond school |

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| Inquiry Rubric | | | |
|  | **Beginning** | **Developing** | **Accomplished** |
| Authenticity |  |  |  |
| Academic Rigor |  |  |  |
| Active Exploration |  |  |  |
| Appropriate  Use of Technology/  Elaborated Communication |  |  |  |
| Beyond the School/  Connecting with Experts |  |  |  |
| Assessment |  |  |  |